



Child Protection Policy and Procedures 2023-2024

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Key Academy Contact Details

Headteacher	Name: Mrs A Sweeten Telephone: 01325 348113 / 380815 Email: asweeten@longfield.swiftacademies.org.uk
	Designated safeguarding lead and Head of Behaviour and Welfare Name: Miss R Wheatley Telephone: 01325 380815/07768059633 Email: RWheatley@longfield.swiftacademies.org.uk
	Deputy Head of behaviour and welfare Deputy Designated safeguarding lead Name: Mrs A Cleasby Telephone: 01325 348113/ 07435418217 Email: ACleasby@longfield.swiftacademies.org.uk
	Deputy Headteacher Name: Mr S Rawle Telephone: 01325 348113 / 380815 Email: srawle@longfield.swiftacademies.org.uk
	Emotional Wellbeing Officer & Academy Counsellor Name: Miss C Howlett Telephone: 01325 380815 Email: chowlett@longfield.swiftacademies.org.uk
	Special Educational Needs Coordinator (SENCo)/LAC lead Name: Mrs D Griffiths Telephone: 01325 380815 Email: dgriffiths@longfield.swiftacademies.org.uk
Governors – for safeguarding	Chair of governors Name: Nicola Bales Telephone: 01325 380815 Email: nbales@longfield.swiftacademies.org.uk
	Link safeguarding governor Name: Sarah Kelly Telephone: 01325 380815 Email: skelly@swiftacademies.org.uk

Key External Contact Details	
Local authority designated officer (LADO)	Allyson Donovan 07717301557 designatedofficer@darlington.gov.uk
Local Authority Safeguarding Lead	Angela Turnbull Tel: 01325 405848 Mob: 07391 396050 Angela.turnbull@darlington.gov.uk
Children's social care	Darlington Borough Council Town Hall, Feethams, Darlington, DL1 5QT Professionals telephone number 01325 406252 Parent / carers telephone number 01325 406222 (option 2) Out of hours emergency team 01642 524552 childrensfrontdoor@darlington.gov.uk
Multi-agency safeguarding hub	Darlington Borough Council Town Hall, Feethams, Darlington, DL1 5QT Professionals telephone number 01325 406252 Parent / carers telephone number 01325 406222 (option 2) Out of hours emergency team 01642 524552 childrensfrontdoor@darlington.gov.uk
Virtual Headteacher	Calvin Kipling 01325 405581 Calvin.Kipling@darlington.gov.uk virtualschool@darlington.gov.uk
Police / law and order	Emergency: 999 Non-emergency: 101 Andrew Allison - Community Resilience Officer Darlington Borough Council Central House Annexe, Gladstone Street, Darlington, DL3 6JX Direct Line: 01325 406786 Mobile: 07384 797779 andrew.allison@darlington.gov.uk Anti-terrorist hotline 0800 789 321
NSPCC whistleblowing helpline (Mon-Fri 8am-8pm)	Address: Weston House, 42 Curtain Road, London EC2A 3NH Helpline: 0800 028 0285
Disclosure and barring service (DBS)	Address: PO Box 3961, Royal Wootton Bassett, SN4 4HF customerservices@db.gov Tel: 03000 200190

Teacher regulation agency (TRA)	Address: Cheylesmore House, 5 Quinton Rd, Coventry CV1 2WT misconduct.teacher@education.gov.uk Tel. Teacher misconduct: 0207 593 5393
OFSTED	whistleblowing@ofsted.gov.uk Whistleblowing hotline: 0300 1233 155 (8am -6pm Mon-Fri)
Independent Schools Inspectorate	concerns@isi.net Tel: 0207 6000 100

School Policies on Related Issues

(To be read and followed alongside this document)

- Behaviour Policy
- Use of Reasonable Force Policy
- Anti-Bullying Policy

This policy has regard to the following guidance and advice:

- Keeping Children Safe in Education. (DfE 2023) (**Statutory** guidance)
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children. (HM Government 2018: updated July 2022 to include Integrated Care Boards, Public Health England, Domestic Abuse Act 2021 and UK GDPR)
- Sexual violence and harassment between children in Schools and colleges (DfE 2021) (**Advice** for Schools)
- Multi-agency statutory guidance on female genital mutilation (HM Government July 2020) (**Statutory** guidance)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE September 2020) (**Statutory** guidance)
- Children missing education (DfE September 2016) (**Advice** for Schools)
- Statutory framework for the early years' foundation stage (DfE 2021) (**Statutory** guidance)
- Revised Prevent duty guidance: for England and Wales (HM Government April 2021) (**Statutory** guidance)

- The Prevent duty: Departmental advice for Schools and childcare providers (DfE June 2015) (**Advice** for Schools)
- Guidance (**non-statutory**) for safer working practice for those working with children and young people in education settings. (Safer Recruitment Consortium February 2022)
- What to do if you're worried a child is being abused (HM Government March 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parent / carers (HM Government July 2018)
- Local authority / safeguarding partnership advice and guidance
 - Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities (non-statutory -applies from: September 2023)
 - Keeping children safe in out of school settings

POLICY STATEMENT

Safeguarding and promoting the welfare of children is of paramount importance and is everyone's responsibility.

It is the responsibility of **every** member of staff, volunteer and regular visitor to Longfield Academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this academy. This includes the responsibility to provide a safe environment in which children can learn.

We recognise that staff at Longfield Academy play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

Longfield Academy will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children will be able to talk freely to any member of staff at our academy if they are worried or concerned about something.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with parents / carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and local safeguarding partners' procedures.

This policy is reviewed and updated annually (as a minimum) and is available on the academy website or from the academy office.

This policy applies to all staff, children, parent / carers, Governors, Trustees, volunteers and visitors.

DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

(KCSIE 2023)

ABUSE

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Abuse and neglect

All staff will be made aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.

If staff are unsure, they should always speak to the designated safeguarding lead (DSL) or deputy.

Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL.

Safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of this environment. All staff, but

especially the DSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL.

Further information about the different kinds of abuse can be found in the appendices.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

What staff should do if they have a concern about a child

All staff **must** report **any** concerns they have about a child and not see these as insignificant. Staff should **not** assume a colleague or another professional will take action and share the concern.

On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity.

A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Staff **must** immediately report **any**:

- Suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play / everyday, normal activities
- Explanation given which appears inconsistent or suspicious
- Behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, play, actions)
- Concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment
- Concerns that a child is presenting signs or symptoms of abuse or neglect
- Significant changes in a child's presentation, including non-attendance
- Hint or disclosure of abuse from any person

- Concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Children can sometimes show signs or act in ways they hope adults will notice and react to. All staff should be aware of this and remain vigilant.

What staff should do if there is a concern

If staff have a cause for concern for a pupil but there is not an immediate risk or child protection concern staff should;

- Record the nature of the concern as soon as possible on the academy's CPOMS system. If you do not have access to CPOMS complete Annex L and pass to the DSL/DDSL immediately
- Speak to the child's year manager if possible, to verbally share your concern
- The DSL will pick the alert up from CPOMS and check the CPOMS recording system for any other entries for that particular child or siblings
- The DSL or a DDSL will speak to the child if necessary and act accordingly
- The DSL may talk to the parents / carers to check concerns or gather more information, if required
- If parents / carers of the child volunteer information, by way of explanation, it should be recorded
- The DSL or a DDSL will speak to any other appropriate agencies or make any necessary referrals

What staff should do if a child is in danger or at risk of harm

If staff are concerned that a child could be at risk of immediate harm or danger they must;

- Ensure the Child's immediate safety
- Speak to the DSL or another member of the safeguarding team immediately
- Record the concern on CPOMS following the face to face conversation. If you do not have access to CPOMS complete Annex L and pass to the DSL/DDSL immediately
- If this is not possible, they should make a direct referral to children's social care.

What staff should do if they have a concern about honour-based abuse (HBA), including FGM

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL. As appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Where FGM has taken place, there has been a **mandatory reporting duty** placed on teachers since 31st October 2015. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been

carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Responding to disclosure

Disclosures or information may be received from children, parent / carers or other members of the public. Longfield Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential, and staff will immediately communicate what they have been told to the DSL.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of academy staff
- Clarify the information
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgments regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the DSL
- Reassure the child that they will be taken seriously, supported and kept safe
- Listen to and take into account (wherever possible) the child's wishes and feelings about the current situation as well as future plans
- Ask any necessary questions to determine the child's wishes and feelings.
- Explain that only those who 'need to know' will be told
- Explain what will happen next and how the child will be involved (as appropriate) • Ensure there is appropriate support made available
- Record all information accurately on CPOMS.
- If you do not have access to CPOMS complete Annex L and pass to the DSL/DDSL immediately

The DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our academy. Any member of staff or visitor to the academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child should be reported without delay and recorded in writing using the agreed procedures on CPOMS. If you do not have access to CPOMS complete Annex L and pass to the DSL/DDSL immediately.

If in doubt about recording requirements, staff **must** discuss this with the DSL.

Following receipt of any information that raises concern, the DSL will consider what action to take and seek advice from children's social care as required. All concerns, discussions and decisions made, and the reasons for those decisions will be recorded on CPOMS.

The Designated Safeguarding Lead or deputy will engage with the CIAT (Children's Initial Advice Team (Previously CAP & Front door) for expert help and guidance. 01325 4062523. Out of hours Emergency Duty Team's contact number: 01642 524552

It is *not* the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with these procedures.

All referrals will be made in line with local children's social care procedures.

The academy adheres to child protection procedures that have been agreed locally through the local safeguarding partners. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

If, at any point, there is a **risk of immediate serious harm** to a child, a referral should be made to children's social care **immediately** and **if a criminal offence has been committed contact the police**. Anybody can make a referral. If the child's situation does not appear to be improving, then the staff member with concerns should press for reconsideration by raising concerns again with the DSL and/or the headteacher. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with children's social care, or the police if:

- The situation is an emergency and the DSL, their alternative and the headteacher are all unavailable.
- They are convinced that a direct report is the only way to ensure the child's safety.

Any member of staff, who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the headteacher or the chair of governing board. If any member of staff does not feel the situation has been addressed appropriately at this point, then they should contact children's social care directly with their concerns.

Vulnerability

Staff should consider children who may be particularly susceptible to abuse and may require early help.

This could include:

- Any child with additional needs including children with Special Educational Needs / Disabled children (SEND)
- Children facing housing issues such as frequent moves and homelessness
- Those living in families with chaotic lifestyles
- Families with increased stress, parental mental ill health and/or drug and alcohol dependency
- Those children living elsewhere, with friends, relatives, privately fostered, in care or are leaving care
- Asylum seekers / refugees
- Those vulnerable to discrimination on the basis of a protected characteristic
- Children living in households with domestic abuse
- Children at risk of so called 'honour'-based abuse including FGM and forced marriage
- Children with communication difficulties
- Children without adequate parenting / supervision which could lead to abuse, risk related behaviour and sexual exploitation.
- Children who identify as LGBT will be provided with a safe space for them to speak out or share their concerns with members of staff.
- Children who are absent from education – PA, SPA and CME.

A child who is:

- A young carer
- Showing signs of being drawn into anti-social and / or criminal behaviour / involved in gangs
- Frequently missing from academy / home / care home
- Misusing drugs or alcohol
- At risk of being radicalised
- At risk of being exploited (criminal / sexual)
- Showing signs of neglect and abuse
- At risk of modern slavery / trafficking

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

Early help assessment

Early help assessment is organised early intervention to provide support as soon as a problem emerges at any point in a child's life.

If an early help assessment is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, where education is the fundamental factor, act as the lead practitioner.

Early help assessments should be kept under review and referred to children's social care for assessment if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

Concerns about a child's welfare will be referred to the local authority children's social care by the DSL. **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) will be made immediately.**

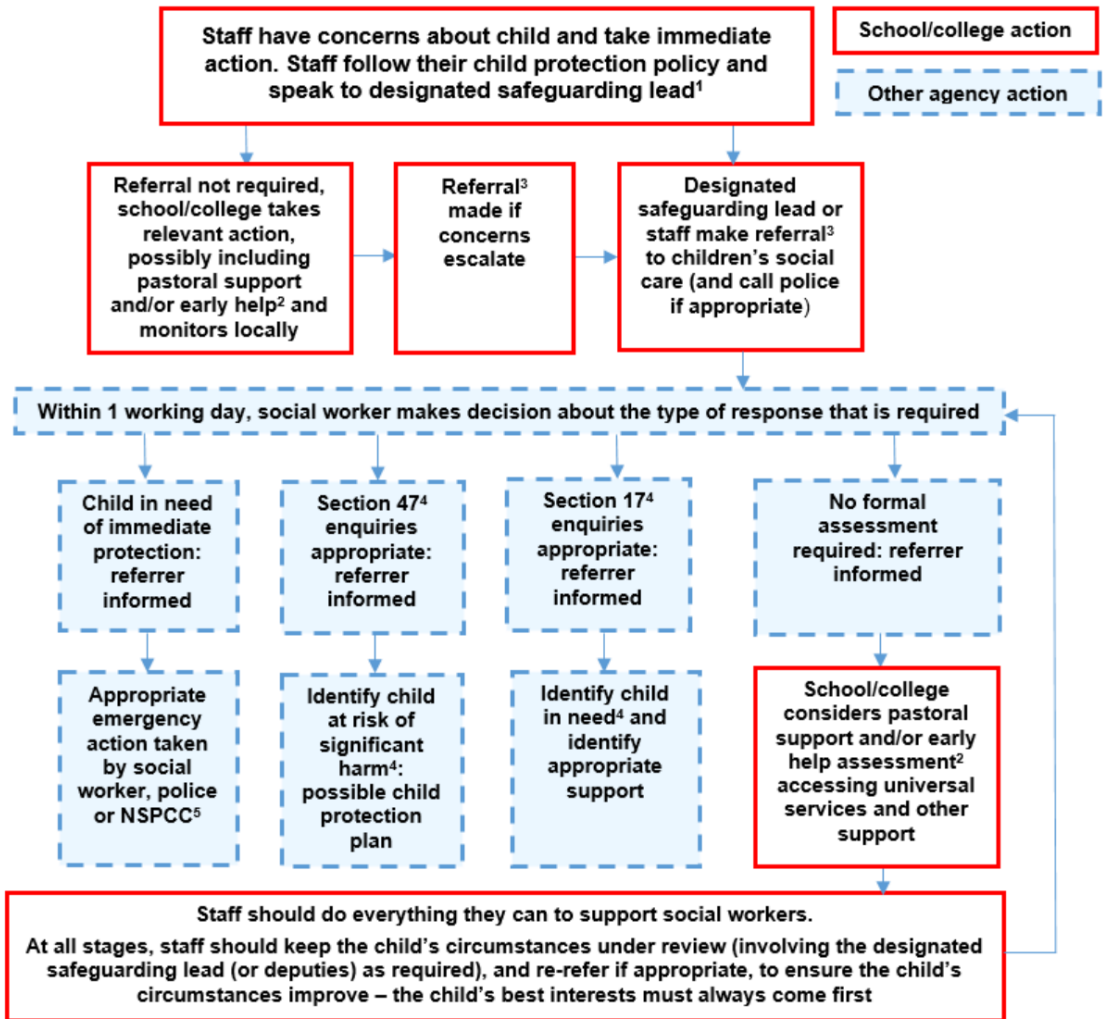
Referrals will follow the local authority referral process.

The DSL should be aware of the requirement for children to have an appropriate adult while a child is being questioned by the police. The appropriate adult will "support, advise and assist" the young person, and also "observe whether police are acting properly and fairly to respect [the young person's] rights and entitlements, and inform the officer of the rank of inspector or above if they consider that they are not". Further information can be found in the statutory guidance – PACE Code C 2019.

Where a child in the academy has a Child in Need plan or a Child Protection plan, the academy will liaise with children's social care, attend meetings and provide comprehensive and detailed reports.

All reports for Child in Need / Child Protection conferences will be prepared in advance, using the guidance and report template. The information contained in the report will be shared with parent / carers before the conference as appropriate. In order to complete such reports, all relevant information will be sought from staff working with the child in the academy. All staff should be prepared to contribute to the report writing process.

Actions where there are concerns about a child.



Children can abuse other children. This is now referred to as child-on-child abuse and can take many forms. It can happen both inside and outside of the academy. There may also be reports where the children concerned attend two or more different Schools.

At Longfield Academy, child on child abuse will not be tolerated. All staff will take a zero-tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, of which may be sexual in nature. We recognise that even if there are no reported cases of child-on-child abuse that such abuse may still be taking place and all staff should be vigilant.

A difficult feature of child-on-child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children.

In cases where child on child abuse is identified Longfield staff will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

Longfield Academy takes the following steps to minimise the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Promotes the Speak out Safely intervention group to allow pupils to report any incidents or concerns online should they not feel comfortable doing so face to face. This can be reported via the school website or the pupil portal. Longfield Academy also provides a drop-in service for parents / carers to discuss any concerns they may have
- Using the Relationship, Sex and Health Education through the Life curriculum which incorporates PSHE and personal development to educate all pupils
- Ensuring the academy is well supervised, with a visible high staff presence, especially in areas where children may be vulnerable and during key times such as changeover of lessons, break and lunch times and leaving the school premises • Staff are aware of the indicators and signs of child-on-child abuse and how to identify them
- Addresses inappropriate behaviour (even if it appears to be relatively minor)
- Has clear robust policies on dealing with key issues of behaviour such as cyber bullying
- Ensures staff and children are aware of the policies
- Takes steps to prevent isolation
- Separates children if needed
- Where risk is identified, an individual child risk assessment is put in place and shared with the relevant staff

The following systems are in place at Longfield Academy to enable pupils to confidently report any abuse:

- All pupils can confide in our DSL, DDSL's, Year Managers and Support team
- All pupils can speak to any member of teaching staff
- Concerns can be raised via the SOS link on the website or pupil portal
- Concerns can be reported in writing through the SOS support boxes around the academy
- Regular assemblies are held signposting children to key agencies and staff
- We have posters around school identifying key staff/Safeguarding displays/information boards around key areas of the school
- We have our own school counsellor on site everyday

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- All information will be recorded in writing on CPOMS
- All children involved (victim and alleged perpetrator) in Longfield Academy will be spoken to separately by the DSL or DDSL
- Where the incident also involves a child at a different establishment the DSL will ensure effective liaison and information sharing
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process
- The DSL will balance the child's wishes against their duty to protect the child and other children
- The academy will work with our local safeguarding partners where appropriate
- The DSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available
- Parent / carers will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk)

Victims, perpetrators and any other children affected by child-on-child abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis
- All children involved will be supported by an allocated member of staff
- The needs and wishes of the victim will be taken into account, along with protecting the child.
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment
- Adequate measures will be put in place to protect the children involved and keep them safe
- A needs and risk assessment will be made, and a safety plan put in place when required

- Early help assessment, children's social care and other agencies will support where appropriate

Research tells us girls are more frequently identified as being abused by other children, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and children). We recognise that both boys and girls experience child on child abuse but can do so in different ways.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation / Child Criminal Exploitation
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse
- Radicalisation
- Abuse in intimate friendships / relationships
- Sexual violence and sexual harassment
- Gang associated and serious violence
- Initiation / hazing type violence and rituals
- Consensual and non-consensual sharing of nudes and semi-nude images and /or videos
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence)

There are a number of factors that make children more vulnerable to child on child abuse:

- Experience of abuse within their family
- Living with domestic violence
- Young people in care
- Children who go missing
- Children with additional needs (SEN and/or disabilities)
- Serious persistently absent children with attendance below 50%

Some of the reasons why children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves
- The child may have witnessed physical or emotional abuse
- The child may have viewed sexually explicit / violent movies, video games or other materials
- The child may have just acted impulsively without meaning to harm anyone

Relationship abuse is unacceptable behaviour between any two people.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams by children under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The term 'nudes' is used as it is most commonly recognised by children and more appropriately covers all types of image sharing incidents.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by children who are in relationships, as well as between those who are not in a relationship. It is also possible for a child in a consensual relationship to be coerced into sharing an image with their partner.

Incidents may also occur where:

- Children find nudes and semi-nudes online and share them claiming to be from another child
- Children digitally manipulate an image of a child into an existing nude online
- Images created or shared are used to abuse other children e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children complex. There are also a range of risks which need careful management from those working in education settings.

Many professionals may refer to 'nudes and semi-nudes' as:

- Youth produced sexual imagery or 'youth involved' sexual imagery indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children under the age of 18.
- 'Sexting'. Many adults may use this term, however some children interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images.
- Image-based sexual abuse. This term may be used when referring to the nonconsensual sharing of nudes and semi-nudes.

Initial response

When an incident involving nudes and semi-nudes comes to the attention of any member of staff at Longfield Academy, the following actions will be taken;

- The incident should be referred to the DSL (or deputy) as soon as possible.

- The DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- There will be subsequent interviews with the children involved (if appropriate).
- Parents / carers will be informed at an early stage and involved in the process in order to best support the child unless there is good reason to believe that involving them would put the child at risk of harm.
- A referral will be made to children's social care and/or the police immediately if there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.

A disclosure may not be a single event and the child may share further information at a later stage.

Any direct disclosure by a child should be taken seriously. A child who discloses they are the subject of an incident of sharing nudes and semi-nudes is likely to be embarrassed and worried about the consequences. It is likely that disclosure in academy is a last resort and they may have already tried to resolve the issue themselves.

Initial review meeting

The initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to any child
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the child – **in most cases, images or videos should not be viewed**
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms as this may be unknown
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the children involved which would influence risk assessment
- If there is a need to contact another education, setting or individual
- Whether to contact parents / carers of the children involved - in most cases they should be involved

An immediate referral to police and/or children's social care through the MASH (multiagency safeguarding hub) or equivalent will be made if at this initial stage:

- The incident involves an adult
- There is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs)
- What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- The images involve sexual acts and any child in the images or videos is under 13

- You have reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

The DSL should be aware of the requirement for children to have an appropriate adult while a child is being questioned by the police. The appropriate adult will “support, advise and assist” the child, and also “observe whether police are acting properly and fairly to respect [the child’s] rights and entitlements, and inform the officer of the rank of inspector or above if they consider that they are not”. Further information can be found in the statutory guidance – PACE Code C 2019.

If none of the above apply, the DSL may decide to respond to the incident without involving the police or children’s social care. They can still choose to escalate the incident at any time if further information/concerns are disclosed at a later date.

The decision to respond to the incident without involving the police or children’s social care will only be made in cases where the DSL is confident that they have enough information to assess the risks to any child involved and the risks can be managed within the academy’s support and disciplinary framework and, if appropriate, their local network of support.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage, a decision has been made not to refer to police and/or children’s social care, the DSL (or equivalent) should conduct a further review (including an interview with any child involved) to establish the facts and assess the risks.

When assessing the risks and determining whether a referral is needed, the following should be also considered:

- Why was the nude or semi-nude shared? Was it consensual or was the child put under pressure or coerced?
- Has the nude or semi-nude been shared beyond its intended recipient? Was it shared without the consent of the child who produced the image?
- Has the nude or semi-nude been shared on social media or anywhere else online? If so, what steps have been taken to contain the spread?
- How old are any of the children involved?
- Did the child send the nude or semi-nude to more than one person?
- Do you have any concerns about the child’s vulnerability?
- Are there additional concerns if the parents / carers are informed?

The DSL will decide whether a child is at risk of harm, in which case a referral will be appropriate, whether additional information or support is needed from other agencies or whether the education setting can manage the incident and support any child or young person directly. The DSL will always use their professional judgement in conjunction with that of their colleagues to assess incidents.

Supporting the child involved

The DSL or another member of staff (who the child feels more comfortable talking to) will discuss future actions and support with the child. This discussion will take into account the views of the child as well as balancing what are considered to be appropriate actions for responding to the incident.

The purpose of the discussion is to:

- Identify, **without viewing wherever possible**, what the image contains and whether anyone else has been involved.
- Find out whether the image has been shared between two people or shared further. This may be speculative information as images or videos may have been shared more widely than the child or young person is aware of.
- Discuss what actions and support might be needed, including preventing further distribution.

When discussing the sharing of nudes and semi-nudes, the DSL/member of staff will:

- Reassure the child that they are not alone, and the academy will do everything that they can to help and support them. They should also be reassured that they will be kept informed throughout the process
- Recognise the pressures that children can be under to take part in sharing an image and, if relevant, support their parents / carers to understand the wider issues and motivations around this
- Remain solution-focused and avoid any victim-blaming questions such as 'why have you done this?' as this may prevent the child from talking about what has happened. For example, they will use questions such as 'describe what happened' or 'explain to me who was involved'
- Help the child to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the image(s).
- Discuss issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they do not want to do, or to show them things that they are unhappy about. Let them know that they can speak to the DSL or equivalent if this ever happens.
- Explain the law on the sharing of nudes and semi-nudes. It is important to highlight that the law is in place to protect children and young people rather than criminalise them and should be explained in such a way that avoids alarming or distressing them
- Signpost to the IWF (Internet Watch Foundation) and [Childline's Report Removal Tool](#)
- Report Remove helps children and young people to report an image shared online, to see if it is possible to get the image removed. This must be done as soon as possible in order to minimise the number of people that have seen the picture.

Informing parents / carers

Parents / carers will be informed and involved in the process at an early stage unless informing them will put a child or young person at risk of harm. Any decision not to inform the parents / carers will be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.

Supporting parents / carers

Children and young people can be involved in an incident in several different ways. They may lose control of their own image, receive an image of someone else or share an image of another person. In any of these situations, parents / carers may find it difficult to know how to deal with the knowledge that their child has been involved in an incident and may display differing emotions.

Whatever their feelings, it is important that we listen to their concerns and take them seriously. We will also help to reassure parents / carers by explaining that it is normal for young people to be curious about sex.

In all situations, parents / carers will be:

- Given information about the sharing of nudes and semi-nudes, what they can expect to happen next, and who will be their link person within the academy.
- Given support to deal with their own feelings of upset and concern including signposting to further resources that can help them to understand the sharing of nudes and semi-nudes or support services they can contact, where appropriate.
- Given support on how to speak to their child about the incident.
- Advised on the law around the sharing of nudes and semi-nudes.
- Kept updated about any actions that have been taken or any support that their child is accessing, unless the child involved has specifically asked for this not to happen and is judged to be old enough to make that informed decision.
- Informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened. This could include speaking to a Childline counsellor [online](#) or on 0800 11 11, in house counselling services where available, or a GP. If they are concerned that their child is suicidal, they should contact 999.
- Directed to [NCA-CEOP](#) if the child discloses any further details to them that may suggest they are being groomed or sexually exploited.

Searching devices, viewing and deleting nudes and semi nudes

Staff and parent / carers must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so as outlined below.

Wherever possible, responses to incidents will be based on what DSLs have been told about the content of the imagery.

The decision to view any imagery will be based on the professional judgement of the DSL. Imagery will never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing is:

- The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child involved
- Necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child parent / carer in making a report
- Unavoidable because a child has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network.

If it is necessary to view the imagery, then the DSL will:

- Never copy, print, share, store or save them; this is illegal. If this has already happened, we will contact the local police for advice and to explain the circumstances
- Discuss the decision with the headteacher or a member of the senior leadership team
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team
- Ensure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team. This staff member does not need to view the images
- Wherever possible, make sure viewing takes place on the academy premises, ideally in the headteacher or a member of the senior leadership team's office
- Ensure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. This will be signed and dated
- If any devices need to be taken and passed onto the police, the device(s) will be confiscated, and the police will be called. The device will be disconnected from WiFi and data and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service.
- The device will be placed in a secure place, in a locked cupboard until the police are able to come and collect it.

If nudes or semi-nudes have been viewed by a member of staff, either following a disclosure from a child or young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring academy systems), the DSL will make sure that the staff member is provided with appropriate support. Viewing nudes and semi-nudes can be distressing for both children and adults and appropriate emotional support may be required.

In most cases, children and young people will be asked to delete the imagery and to confirm that they have deleted them. They will be given a deadline for deletion across all devices, online storage or social media sites. They will be reminded that possession of nudes and semi-nudes is illegal. They will be informed that if they refuse or it is later

discovered they did not delete the imagery; they are continuing to commit a criminal offence and the police may become involved.

All incidents relating to nudes and semi-nudes being shared will be recorded using the academy's procedures. Copies of imagery should not be taken.

It is important that children and young people understand the academy's policy towards nudes and semi-nudes. The content of this policy and the protocols the academy will follow in the event of an incident will be explored as part of teaching and learning. This will reinforce the inappropriate nature of abusive behaviours and reassure children that the academy will support them if they experience difficulties or have concerns.

For more information: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

CYBERCRIME

Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a academy's computer network to look for test paper answers or change grades awarded
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](https://www.ncsc.gov.uk)

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OR CERTAIN HEALTH ISSUES

Children with Special Educational Needs or Disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Children with SEND are three times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
- Communication barriers and difficulties overcoming these barriers

Staff will support these children in expressing any concerns they may have and will be particularly vigilant to any signs or symptoms of abuse. The DSL and SENCo will work together when dealing with reports of abuse involving children with SEND.

MENTAL HEALTH CONCERNS

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our child protection policy, and staff **MUST** speak to the designated safeguarding lead or a deputy.

We will ensure that our staff understand the support they can provide to pupils who may be experiencing mental health concerns, and we will ensure that staff follow the following principles as set out in 'Mental Health and Behaviour in Schools 2018'. We recognise that early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as:

Prevention: we will seek to create a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.

Identification: we will support staff and pupils to recognise emerging issues as early and accurately as possible.

Early support: we will support and help pupils to access evidence based early support and interventions wherever possible and seek access to specialist support for those pupils who require such interventions.

We aim to work in partnership with pupils, parents / carers and establish effective relationships with external agencies to provide swift access or referrals to specialist support and treatment.

Within the trust, key staff (DSL, DDSL's and the Safeguarding are able to make immediate referrals concerning a child's mental health to the most appropriate professional practitioners. Leads will make the most appropriate referral were necessary. We have a wide array of mental health professionals that work closely with school, Mind, listening post and school nursing team just to name a few. Through our personal development curriculum and assemblies, we deliver regular sessions with students looking at how they can support their own mental wellbeing, and sign post them to specific websites such as Kooth, young minds and other organisations. When a child makes a disclosure staff will support and guide them through the next steps. Parent/carer will be informed and signposted to the most appropriate agency. In cases of emergency, the CAMHS Crisis Team number will be given to the student/parent/carer and school may make the call on their behalf if permission has been obtained.

CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside Longfield Academy and/or can occur between children outside the academy. Staff at Longfield should consider the context within when such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Geographical factors	Schools Response
<ul style="list-style-type: none"> • Longfield Academy sits on the borders of several major cities such as Newcastle, Durham, Gateshead, there is ongoing exposure and concerns of county lines in several surrounding locations. • Longfield Academy is located on a significant road in Darlington with proximity to the A1 motorway. • The train station and bus station are within easy reach of the academy. 	<ul style="list-style-type: none"> • Regular assemblies are delivered by the DSL to educate pupils on current safeguarding trends that are prevalent in the area including County Lines. Pupils are taught during the life curriculum, Personal development, form time and assemblies how to keep themselves safe and how to recognise the signs of grooming, sexual and criminal exploitation. • Display boards are updated regularly with key safeguarding information and key contact details of key staff whom they can report incidents to are displayed in prominent areas. Assemblies are delivered on water safety and the risks associated with this. • The Personalised Learning Centre offers a wide range of support strategies and interventions to meet the pupils emotional and wellbeing needs. • The academy is embedding a culture of openness and support in which children are confident to share concerns
Social and economic factors	Schools Response
<ul style="list-style-type: none"> • Local Bus and train station. • Main roads A66 potential links with Stockton, Middlesbrough and Redcar • A1 potential links to Durham, Gateshead and Newcastle • Local parks including; North Lodge, Bensham and Skertingham woods • McDonalds at Whessoe Road 	<ul style="list-style-type: none"> • We teach pupils about personal safety and making the right decisions to keep themselves safe regarding their behaviour beyond the academy. • We work closely with Durham police force to share information regarding ongoing concerns in the community which may affect or involve any of our pupils. • The DSL attends regular network meetings with other agencies to share local concerns which may impact pupils in the academy. • The Personalised Learning Centre offers a wide range of support strategies and interventions to meet the pupils emotional and wellbeing needs. • The academy is embedding a culture of openness and support in which children are confident to share concerns
Peer Group factors	Schools Response
<ul style="list-style-type: none"> • Pupils have older siblings who may be influential to younger family members. • Year groups mix with each other which can 	<ul style="list-style-type: none"> • Our curriculum teaches pupils about the issue of 'peer pressure' and child on child abuse. • Pupils are taught to be confident and assertive through our PSHCE curriculum, Life curriculum and Personal Development. They are also taught how to report any concerns they have.

<ul style="list-style-type: none"> • have a negative impact on younger pupils. Social media plays a large part in peer communication and interactions in and out of school. • Pupils attending alternative provision and the PRU. 	<ul style="list-style-type: none"> • We also engage in 'anti-bullying' week where we encourage all staff and pupils to take part in activities and advertise this with through social media with our community. • We are part of the 'anti-bullying alliance group' who provide support and resources to the academy. • We encourage any child feeling pressurised to 'talk it out' with an adult or share via SOS online and our 'SOS worry boxes'. • Staff liaise with other schools, colleges and alternative provisions to share information to safeguard all pupils both in and out of the academy. • The Personalised Learning Centre offers a wide range of support strategies and interventions to meet the pupils emotional and wellbeing needs. • The academy is embedding a culture of openness and support in which children are confident to share concerns. • Further assemblies are delivered throughout the year to remind pupils of support available how to access this.
Home factors	Schools Response
<ul style="list-style-type: none"> • Lots of our children are connected to the internet at home and regularly use gaming devices to engage in online games with their friends. • Some of our pupils have been the victim of or have been the witness of domestic abuse. • Some of our pupils and their families are open to universal or statutory services. 	<ul style="list-style-type: none"> • Through our broad and balanced curriculum, pupils are taught about online safety. This is done through Computing lessons, Life lessons, form time and assemblies. • All pupils and their parent(s) / carer(s) have signed our 'Acceptable Use' contract. • Parent / carers are given the opportunity to come into the academy and discuss any concerns they have regarding any online safety concerns which may occur in the academy or at their home address. • Assemblies are delivered during 'online safety' week. Pupils also take part in group workshops to educate them further of the risks. • The pastoral team work closely with multi agencies including the police, social services, early help and CAMHS – this provides a holistic approach to ensure the needs of our pupils and their families are met. • We are an operation encompass school, to ensure all necessary information regarding domestic abuse incidents is shared in a timely manner to best support the welfare of the pupils. • The Personalised Learning Centre offers a wide range of support strategies and interventions to meet the pupils emotional and wellbeing needs. • The academy is embedding a culture of openness and support in which children are confident to share concerns.

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| | <ul style="list-style-type: none">• Impero is in place which is an alert sent to the DSL if pupils attempt to access or use any inappropriate websites or games or attempt to access any websites which cause concern. The DSL and year manager will then speak to the pupil and contact parents / carers and provide appropriate support and intervention. |
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RECORDING, RECORD KEEPING AND INFORMATION SHARING

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing on CPOMS. If you do not have access to CPOMS complete Annex L and pass to the DSL/DDSL immediately.

Each record should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of each action taken, decisions reached and the outcome
- Information from a child written verbatim
- Date and signature / record of who completed the record

If there is any doubt about recording requirements, staff should discuss with the DSL

All concerns should be passed to the DSL **without delay**, either written or verbal (followed as soon as possible by a written report)

Child Protection information will be kept in a separate Child Protection file for each child, stored in a separate secure cabinet and recorded on CPOMS. All information on CPOMS is kept secure and can only be accessed and viewed by those permitted to. Only Child Protection information will be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to Child Protection conferences, core groups and reports will be stored here. All Child Protection files will include a chronology, a contents front cover and will record significant events in the child's life.

Child Protection files will be the responsibility of the DSL. Child Protection information will only be shared with relevant staff / agencies on a 'need to know' basis, in the child's interests and on the understanding that it remains strictly confidential.

When a child leaves Longfield Academy, the DSL will make contact with the DSL at the new provision and will ensure that the child protection file is forwarded to them in an agreed secure manner. This should be as soon as possible and within 5 days for an in year transfer or within the first 5 days at the start of a new term to allow the academy or college to have support in place for when a child arrives. We will retain evidence to demonstrate we have acted accordingly when dealing with safeguarding matters and how the file has been transferred; this may be in the form of electronic records via CPOMS audit features or a written confirmation of receipt from the receiving provision and/or evidence of recorded delivery.

Where a parent / carer elects to remove their child from the academy roll to home educate, the academy will make arrangements to pass any safeguarding concerns to the Local Authority.

We are a GDPR complaint school, please access [Policies | Swift Academies](#) to access the Swift Academies GDPR Data Protection policy.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT STAFF

What staff should do if they have safeguarding concerns about another member of staff.

If staff have safeguarding concerns or an allegation of abuse is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children this should be reported to the headteacher in person followed by a written statement on Annex M. However, if it is a low-level concern this should be reported to the DSL, in person followed by a written statement on Annex M.

Where there are concerns about the headteacher this should be referred to the chair of the governing board.

This must be done immediately and in person. If the appropriate person is not available on site this must be done by telephone.

All records held on teaching staff, supply staff and pastoral staff will be recorded on the Allegations against staff/Low Level Concerns tracking system under restricted access and a paper copy will be held with our HR department.

If there is a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported to local authority designated officer (LADO).

What staff should do if they have concerns about safeguarding practices within the academy.

The academy will maintain a safeguarding culture which encourages all staff and volunteers to feel able to raise concerns. Where staff have concerns about poor or unsafe practice and potential failures in the academy's safeguarding systems, these should be raised following the academy's whistleblowing policy.

Where a staff member feels unable to raise an issue with the academy, or feels their genuine concerns are not being addressed, other whistleblowing channels are available, such as the NSPCC whistleblowing advice line. Contact details are 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

MANAGING SAFEGUARDING CONCERNS AND ALLEGATIONS MADE AGAINST STAFF, VOLUNTEERS AND CONTRACTORS

Allegations that meet the harms threshold

All allegations will be investigated thoroughly and as a matter of urgency. They will be dealt with quickly, fairly and consistently. Protection will be provided for the child and the person subject to the allegation will be supported.

We will always ensure that the procedures outlined in the local authority arrangements for managing allegations and Part 4 of *'Keeping Children Safe in Education'*, DfE are adhered to and where appropriate, we will seek advice from the LADO.

Allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in academy would apply when staff (including volunteers and supply staff) have (or alleged to have):

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point includes behaviour that may have happened outside of academy, that might make an individual unsuitable to work with children, this is known as transferable risk.

Where appropriate, an assessment of transferable risk to children with whom the person works will be undertaken. If in doubt we will seek advice from the LADO.

When an allegation is made against an adult that meets the above criteria it should be reported immediately to the headteacher who is the 'case manager'. This should be reported in person and followed up with a written statement on CPOMS. This includes allegations made against agency and supply staff, volunteers and contractors. Should an allegation be made against the headteacher, this will be reported to the chair of the governing board.

In the event that neither the headteacher nor chair of the governing board is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as headteacher / the DSL or the vice chair of the governing board.

The case manager will conduct basic enquiries in line with local procedures and KCSIE to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and / or children's social care will be convened. Cases of suspected abuse will be referred to children's social care.

The case manager will immediately discuss with the LADO, the nature, content and context of the allegation and agree a course of action. Where the case manager deems

there to be an immediate risk to children or a criminal offence has been committed, the police will be contacted immediately. All discussions agreed actions and communications will be recorded in writing using Annex M. These will be logged and tracked with the HR manager and any paper notes or records filed confidentially in a lockable cabinet. The LADO should be informed within one day of any allegations made to the case manager and any actions taken.

If the initial discussion leads to no further action, the case manager and the LADO will record the decision and justification for it and agree on what information should be put in writing to the individual concerned.

The case manager will ensure that the individual who is subject to the allegation is informed as soon as possible explaining the likely course of action guided by the LADO, and the police where necessary. The case manager will appoint a named representative to keep the person informed about the progress of the case and consider any appropriate support.

The case manager will ensure that parent / carers of the child or children involved are formally told about the allegation as soon as possible and kept informed of the progress of the case, only in relation to their child. They will be made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in Schools whilst investigations are in progress.

The case manager will monitor the progress of the case to ensure that it is dealt with as quickly as possible in a thorough and fair process.

The case manager will carefully consider whether the circumstances warrant suspension from contact with children at the academy, or until the allegation is resolved. It will be considered only in cases where there is cause to suspect a child or other children at the academy is/are at risk of harm, or the case is so serious it might be grounds for dismissal. The case manager will seek views from HR and the LADO, as well as the police and children's social care where they have been involved. Where an individual is suspended, they will be provided with a named contact in academy.

The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) should be made where an allegation is substantiated and the person is dismissed or the academy ceases to use their services or resigns or otherwise ceases to provide their services. The academy has a legal obligation to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; where it considers an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person poses a risk to a child. In the case of a member of teaching staff, the case manager must consider making a referral to the TRA to consider prohibiting the individual from teaching.

If an allegation is made against a supply teacher, agency worker or contractor, the headteacher will liaise closely with the agency involved. The headteacher will ensure that any allegations are dealt with following the academy's procedures and in liaison with the LADO.

If an allegation is made against a governor, the headteacher will follow local authority arrangements for managing allegations, liaising with the LADO.

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records unless the individual gives their consent for retention of the information. For all other allegations a written record of details of the investigation and the outcome will be retained in the individual's personnel file in line with KCSIE and a copy provided to the individual.

In cases where allegations are proven to be unsubstantiated, unfounded, false or malicious the LADO and case manager will consider whether the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. A referral to children's social services may be deemed appropriate. Allegations proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references.

If an allegation is shown to be deliberately invented or malicious, the headteacher will consider whether disciplinary action should be taken against a child, or whether the police should be asked to consider action against an adult.

The academy will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

On conclusion of a case in which the allegation is substantiated, the case manager and the LADO will review the case to determine whether there are any improvements to be made to the academy's procedures or practices to help prevent similar events in the future.

Allegations against a teacher who is no longer teaching should be referred to the police. Non recent allegations of abuse should be reported to the LADO who will liaise with other agencies. Abuse can be reported no matter how long ago it happened.

Low-level concerns

[Low Level Concern Policy](#)

All concerns about all adults working in or on behalf of the academy (including supply teachers, volunteers and contractors) will be dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the criteria indicated in the allegations section above.

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a nagging doubt.

An adult working in or on behalf of the academy may have acted in a way that does not meet the expectation in the staff code of conduct, including conduct outside of academy and does not meet the allegations criteria or is not considered serious enough to refer to the LADO.

Such behaviour can exist on a wide spectrum; examples could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Using inappropriate language

Low-level concerns about a member of staff should be reported immediately to the DSL/headteacher in person followed by a written statement on Annex M. If the concern is reported to the DSL, the headteacher should ultimately be informed and make any final decisions on how to respond. Where the concern is about the DSL it should be reported to the headteacher and where it is about the headteacher it should be reported to the chair of the governing board.

Low-level concerns about a supply teacher or contractor should be reported as above. The DSL or headteacher will notify the employer so that any patterns of inappropriate behaviour can be identified.

All low-level concerns will be recorded by the DSL on the Low-Level Concern tracker which is stored securely and confidentially with HR.

These records will be reviewed so that any patterns of inappropriate behaviour can be identified and dealt with.

Please find further information at our low-level concerns policy which can be found on the Swift academies website ([Addendum to Staff Code of Conduct - Low level Concerns Policy](#))

[Low Level Concerns Policy](#)

SAFER WORKING PRACTICE

All staff at Longfield Academy have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

All staff will be provided with a copy of our academy's Code of Conduct at induction which sets out the academy's expectations of staff behaviour. We will review our Code of Conduct regularly and ask staff to ensure that they are familiar with the current version. Staff are expected to carry out their duties in accordance with the Code of Conduct.

There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.

If staff, visitors, volunteers or parent / carer helpers are working with children alone they must ensure they are visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

Further advice can be found in 'Guidance for safer working practices for adults who work with children and young people in education settings' (2022)

All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

SAFER RECRUITMENT

Longfield Academy will ensure that the headteacher and at least one member of the governing board have completed appropriate safer recruitment training. At all times the headteacher and governing board will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE.

Longfield Academy will follow the recruitment and selection procedures when making decisions about the suitability of prospective employees. This will include conducting the relevant checks, the academy may also wish to consider carrying out an online search as part of due diligence on shortlisted candidates this may help identify any incidents or issues that have happened and are publicly available online. Appropriate references and other relevant information will be obtained from interviews.

Longfield Academy maintains a Single Central Record of all safer recruitment checks carried out in line with statutory requirements. This includes all staff, governors or volunteers who work in regulated activity and any other third parties such as sports coaches etc.

We will continue to be vigilant in academy and encourage staff to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children.

Visitors

Longfield Academy has clear protocols for visitors to ensure they are suitable and supervised as appropriate.

All visitors will be expected to confirm they have an appropriate DBS and will be asked to show photo ID on arrival. The academy will keep a record of all visitors. If the visitor does not have the appropriate documents the academy will contact their employer.

Visitors will be identified by the colour of their Lanyard and will display a visitor's badge at all times.

- Green lanyard – Safeguarding team
- Grey lanyard – All other Longfield Academy staff
- Purple lanyard – Executive leadership team
- Yellow lanyard – Visitors with a DBSs
- Red lanyard – Visitors without DBS
- Blue lanyard – Contractors and Governors

Visitors will be expected to understand that the academy promotes British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and that they will need to uphold these during their visit.

For some visits, the academy will request a copy of the material to be used to assess its content and relevance to the age group.

If during the visit the supervising member of staff deems the content to be inappropriate, they will stop the visitor and discuss an alternative approach.

During the visit, visitors will be supervised by a member of academy staff. Where the visitor will be working on a one-to-one basis with a child, specific safeguarding arrangements will be put in place.

MANAGING SAFEGUARDING

The Governing Board

The Governing Board is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Board takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Governor who champions safeguarding within the academy. Details of the names Governor can be found on page 4 of this policy.

Governing boards and proprietors will ensure that all Governors and Trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective. The training will be regularly updated.

The Governing Board will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our academy website and has been written in line with local authority guidance and the requirements of the local safeguarding partners' policies and procedures
- The academy contributes to inter-agency working in line with Working Together to Safeguard Children (2018)
- The academy is compliant with online safety legislation by regularly reviewing the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- They uphold the obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. Including, not unlawfully discriminating against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics)
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s)

who is appropriately trained to deal with any issues in the absence of the DSL.
There will always be cover for this role

- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct
- All staff undertake appropriate child protection training that is updated regularly, at least annually
- Procedures are in place for dealing with allegations against members of staff, volunteer and contractors, in line with statutory guidance
- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'* DfE
- Governors remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention
- Appropriate arrangements are in place to keep children safe when organisations or individuals rent or hire academy facilities / premises. Safeguarding requirements will be included in any hire or lease agreement as a condition of use of the premises.

The Governing Board will receive an annual safeguarding report that will detail the training that has taken place and will inform the Governing Board how the academy meets its statutory requirements.

The Governing Board will undertake a range of safeguarding visits over the year to monitor safeguarding compliance.

The headteacher is responsible for:

- Identifying a senior member of staff from the leadership team to be the designated safeguarding lead (DSL)
- Identifying members of staff to act as the DSL in his/her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaise with the local authority designated officer (LADO) in the event of an allegation of abuse being made against a member of staff.

The virtual headteacher – *(Details of our virtual headteacher can be found on page 4 of this policy)*

- Guidance has been updated to reflect the extension of the role of the Virtual Head to include a non-statutory responsibility for oversight of the attendance, attainment, and progress of children with a social worker
- Virtual heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children.

The designated safeguarding lead (DSL)

The DSL is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our academy. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of *'Keeping Children Safe in Education'* DfE.

The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing on CPOMS which will automatically alert the DSL. Any concerns of a child at risk of significant harm or immediate danger **must ALSO be reported in person to DSL** before any written record is made

During term time the DSL and / or a deputy will always be available (during academy or college hours) for staff in the academy or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the academy site in person, we will ensure that they are available via telephone and any other relevant media.

The DSL will manage referrals and will refer cases of suspected abuse to children's social care and refer cases to the Channel programme if there is a radicalisation concern.

The DSL will liaise with the three safeguarding partners and other agencies where necessary. Through regular training, knowledge and experience the DSL will be equipped to attend and contribute to child protection case conferences, strategy discussions and other interagency meetings.

The DSL will maintain detailed, accurate written records and child protection files ensuring that they are kept confidential and stored securely.

When children leave the academy, the DSL will ensure child protection records are transferred separately from the main pupil file, ensuring secure transit and a confirmation of receipt will be obtained. This should be as soon as possible and within 5 days for an in-year transfer or within the first 5 days at the start of a new term to allow another school or colleague to have support in place for when a child arrives.

The DSL is responsible for ensuring that all staff members and volunteers are aware of the academy's safeguarding policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection training during induction.

The DSL will help promote educational outcomes by sharing information about the issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

Opportunities to teach safeguarding.

At Longfield Academy pupils are taught to keep themselves safe through a broad and balanced curriculum primarily through Personal Development time (PD), assemblies and the Life curriculum.

We believe in developing the 'whole child' through our unrelenting focus not only on academic outcomes, but the development of emotional intelligence, a knowledge of the world and important qualities such as leadership, citizenship, moral purpose, sense of community and collective responsibility.

We achieve this through covering Personal Social and Health Education, statutory Relationships and Sex Education and Citizenship.

The Life Curriculum is built on the methodology of preventative educational outcomes; that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny / misandry, homophobia, biphobic and sexual violence / harassment. This is further underpinned by our behaviour policy and PSHE curriculum. Within both Personal Development and Life curriculums pupils will learn how to keep themselves safe and how to access support through teaching safeguarding topics under three core themes: health and well-being, relationships and living in the wider world. All Relationships, Sex and Health Education is covered including lifestyles choices and risky behaviours, sexual harassment, sexual violence, tolerance, extremism, FGM and online safety.

British Values and Protective Characteristics are promoted through our PROUD charter. Staff at Longfield Academy promote tolerance, respect and fairness with regard to pupil behaviour in order to reduce radicalisation and prejudice within the pupil body. All staff complete annual prevent training to ensure they know how to identify signs of extremism or radicalisation and actions to take where necessary.

Assemblies are planned to include the teaching of key safeguarding topics to each year groups at the appropriate times of each year. For example, Sexual Health Week Road, rail, fire Safety Awareness, anti-bullying and online safety.

TRAINING AND INDUCTION

All new members of staff or volunteers will be informed of safeguarding procedures, including the recording and reporting procedures as part of the induction process. They will receive safeguarding training within the first half term of joining the academy.

This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record concerns and the role of the designated safeguarding lead (DSL). The training will also include information about reporting low level concerns and whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children.

All staff will receive online safety training and relevant staff have an awareness and understanding of the provisions in place for filtering and monitoring. They will know how to escalate concerns.

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*' DfE.

In order to achieve this, we will ensure that:

- All members of staff will undertake appropriate safeguarding training on an annual basis, including online safety, prevent and keeping children safe in education
- We will evaluate the impact of this training
- All members of staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively
- Safeguarding is on the weekly Senior Leadership Agenda
- Regular training and refresher training on how to use the Cpoms recording system and hot topics affecting our pupils or hot topics in the local area
- Termly reminders via email on how to access Cpoms and report a concern.

All regular visitors, temporary staff and volunteers to our academy will be given a set of our safeguarding procedures; they will be informed of who the DSL and deputies are and what the recording and reporting system is. This is found within their supply staff information pack and stored within the visitor's badge and lanyard. (See Appendix A).

The DSL, deputies and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Governing Board will ensure that **all** governors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective and support a robust academy approach to safeguarding. The training will be regularly updated.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of '*Keeping Children Safe in Education*' provides links to guidance on specific safeguarding issues. In addition, throughout the academy year we will brief staff on key issues identified by the academy.

All staff are expected to read these key documents and fully **understand** their responsibility to keep children safe:

- Part One and Annex B of '*Keeping Children Safe in Education*' DfE
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing policy
- Safeguarding responses to children who go missing from education

- Role of the designated safeguarding lead (including the identity of the DSL and any deputies)

WORKING WITH PARENTS / CARERS

Longfield Academy is committed to working in partnership with all parents / carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new pupils join Longfield Academy, parents / carers will be informed that we have a safeguarding policy. A copy will be provided to parents / carers on request and is available on the academy website. Parents / carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to children's social care.

We are committed to working with parents / carers positively, openly and honestly. We ensure that all parents /carers are treated with respect, dignity and courtesy. We respect parents' / carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parent / carers any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the academy has about a child will not prevent the DSL making a referral to children's social care in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the academy requires parents / carers to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above); wherever possible the academy will hold more than one emergency contact for each child
- Full details of any other adult authorised by the parent / carer to collect the child from academy (if different from the above)

The academy will retain this information on the children's file. The academy will only share information about children with adults who have parental responsibility for a child or where a parent / carer has given permission and the academy has been supplied with the adult's full details in writing.

If in any doubt about information sharing, staff should speak to the DSL (or deputy). Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

RELEVANT POLICIES

To underpin the values and ethos of Longfield Academy and our intent to ensure that pupils at our academy are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Code of conduct (employees)
- Behaviour Policy
- Anti-bullying Policy
- Use of Reasonable Force
- Safe Recruitment and Selection Policy
- Whistle blowing
- Low level concerns Policy
- Attendance Policy
- On-line Safety Policy
- Remote Education Policy
- Health and Safety Policy - LF
- Equality Diversity and Community Cohesion Policy
- Medical Conditions First Aid and Administering Medication including Intimate Care policy -
- SEND Policy and Information Report
- Off-Site Educational Visits Policy
- PSHCE and RSE Policy
- GDPR Data Protection Policy
- GDPR related policies - Data Retention and Destruction Policy / GDPR Data Privacy Notice Workforce / GDPR Data Privacy Notice Pupils / GDPR Data Privacy Notice Governance and Volunteers

Appendix A: Safeguarding Induction Sheet (For new or supply staff, visitors and volunteers)

Safeguarding is paramount at Longfield Academy.

We all have a statutory duty to safeguard and promote the welfare of children, and at Longfield Academy we take this responsibility seriously.

If you have any concerns about a child or young person in our academy, you must share this information immediately with our designated safeguarding lead (DSL) Rebecca Wheatley or a deputy (DDSL)

Do not think that your worry is insignificant if it is about hygiene, appearance, or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated safeguarding leads detailed below and speak to them in person before providing them with a written record of your concern.

A copy of the form to complete is attached to this and others can be obtained from main reception or the Inclusion office. Please ensure you complete all sections as described.

If you are unable to locate one of the designated safeguarding leads, ask a member of the academy office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the headteacher. If an allegation is made about the headteacher you should pass this information to the chair of the governing board. Alternatively, you can contact the local authority designated officer Marion Garland on Tel: 01325 406451.

[NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in academy are:

Designated safeguarding lead (DSL):	Rebecca Wheatley
Location of office:	Personalised Learning Centre
Contact number:	01325 380815/07768059633
Deputy designated safeguarding lead:	Angela Cleasby
Location of office:	Personalised Learning Centre
Contact number:	01325 380815/07435418217
Chair of governing board:	Nicola Bales
Contact number:	01325 380815

At Longfield Academy we strive to safeguard and promote the welfare of all of our children

Appendix B: ABUSE AND NEGLECT

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. (See child on child abuse)

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent / carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their academy policy and procedures for dealing with it.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, and these are discussed in staff training.

These additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent / carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caretakers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SPECIFIC SAFEGUARDING ISSUES

Appendix C: Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other

resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts, money or new possessions
- Associate with other children involved in exploitation
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss academy education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, can range from opportunist to complex organised abuse and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, e.g. 'swapping' sex
- Repeated sexually transmitted infections
- In girls, repeated pregnancy, abortions, miscarriage
- Having multiple mobile phones and worrying about losing contact via mobile phone
- Having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Recruiting other young people into exploitative situations
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behavior and / or emotional distress)
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Getting involved in crime / police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint and/or sexual assault

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including Schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children:

- Persistently going missing from home or academy and subsequently found in areas away from their home
- In excessive receipt of calls and text messages
- In relationships with older, controlling individuals
- Associated with gangs
- Under suspicion of self-harm, physical assault or unexplained injuries
- With parental concerns
- Showing a significant decline in academy performance
- Demonstrating significant changes in emotional wellbeing
- Have been the victim or perpetrator of serious violence (e.g. knife crime)
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- Are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- Owe a ‘debt bond’ to their exploiters
- Have their bank accounts been used to facilitate drug dealing

SERIOUS VIOLENCE

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from the academy
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above).

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- Being male
- Having been frequently absent or permanently excluded from academy
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Appendix D: So-called 'honour'-based abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- Female Genital Mutilation
- Forced Marriage
- Breast Ironing
-

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons.

4 types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: Partial/total removal of clitoris	Excision: Partial/total removal of clitoris and labia minora	Infibulation: Entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area

Why is it carried out?

Belief that FGM:

- Brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Is part of being a woman / rite of passage
- Upholds the family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries, including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghanistan, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

Prolonged absence from the academy and other activities

- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something that somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infections
- Disclosure

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties. In addition, it is now a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or any other form of coercion are not used. As with the existing Forced Marriage Law, this applied to non-binding unofficial “marriages” as well as legal marriages.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. Signs and symptoms may include:

- Children may appear anxious, depressed and emotionally withdrawn with low self esteem
- They may have mental health disorders and display behaviours such as self harming, self-cutting or anorexia
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol
- Often children’s symptoms can be exacerbated in the periods leading up to the holiday season
- Children may present with a sudden decline in their performance, aspirations or motivation
- They may be subject to excessive restrictions and control at home
- Some children may not be allowed to attend any extra-curricular or after-school activities
- Girls and young women may be accompanied to and from academy, and even during lunch breaks
- Some children may stop attending academy
- Their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members

- - Children may do their homework late at night, which frequently shows in the academy because they are lethargic, unable to concentrate and have a general appearance of tiredness
 - Professionals being told that the child is out of the country
 - There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends
 - Conflict between the child and their parents / carers about whether the child will be allowed to continue their education
- Family history of older siblings leaving education early and marrying early.

Appendix E: Preventing Radicalisation

Children are vulnerable to extremist mixed or unclear ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a Schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

current trends for radicalisation in Darlington are right wing white extremism groups and most referrals into channel are for young people who are vulnerable due to identified additional needs

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The academy's DSL (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent Duty

All Schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Academy Leaders must:

- Familiarise themselves with the revised Prevent duty guidance: for England and Wales
- Take part in Prevent training and ensure staff have the relevant training Assess local risk of extremism
Ensure there are robust IT protocols to filter out extremist materials
- Ensure academy buildings are not being used to give a platform to extremists

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the academy or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Understanding and recognising risks and vulnerabilities of radicalisation Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Possible indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Advocating violent actions including:
 - Association with known extremists
 - Seeking to recruit others to an extremist ideology

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Appendix F: Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent / carer or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness
- Children whose parent / carers cannot care for them because their work or study involves long or antisocial hours
- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum-seeking and refugee children
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents / carers
- Children staying with families while attending an academy away from their home area

There is a mandatory duty on the academy to inform children's social care of a private fostering Arrangement. Children's social care has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Further information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf

Appendix G: Children missing from education, persistent and severe absence

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their academy's unauthorised absence and children missing from education procedures.

Further information can be found in 'Children Missing Education' statutory guidance for local authorities – September 2016.

Staff should also be aware, when absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), schools and local authorities are expected to work together to put additional targeted support in place to remove any barriers to attendance and reengage these pupils. This level of attendance meets the persistent absentee threshold.

Pupils who are absent from school more than they are present (those missing 50% or more of school) meet the severely absent threshold. These pupils' may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them. All partners should work together to make this group the top priority for support – this may include specific support with attendance or a whole family plan, but it may also include consideration for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in school

If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements (e.g. an education, health and care plan) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. Schools and local authorities should be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment.

Further information is available in the statutory guidance on -

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix H: Sexual violence and harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same academy. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

All staff have been made aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts
- Dismissing or tolerating such behaviours risks normalising them

Sexualised behaviour

Green Behaviours...	Amber Behaviours...	Red Behaviours...
<p>are part of safe and healthy sexual development which are:</p> <ul style="list-style-type: none"> displayed between children or young people of similar age or developmental ability reflect curiosity, experimentation, consensual activities and positive choices 'normal' but inappropriate within the academy/classroom setting 	<p>are potentially outside of safe and healthy development due to:</p> <ul style="list-style-type: none"> age or developmental differences activity type, frequency, duration or context 	<p>are clearly outside of safe and healthy development and:</p> <ul style="list-style-type: none"> involve much more coerciveness, secrecy, compulsiveness & threat require action from academy & other agencies

For further information of sexualised behaviour thresholds visit [Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours \(nspcc.org.uk\)](https://www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-framework/)

Sexual violence

It is important that academy and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of academy. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does

not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: <https://rapecrisis.org.uk/search/?query=sexual+consent>

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of academy. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (Schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nude images and/or videos
 - sharing of unwanted explicit content
 - upskirting (is a criminal offence)
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain

sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Appendix I: Modern slavery Trafficking and Child Abduction/community incidents

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM (National Referral Mechanism) is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Human Trafficking

Human trafficking is 'the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs'.

Child trafficking

"Child" shall mean any person under eighteen years of age. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is **not considered possible for children to give informed consent**. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parent / carers or accompanying adults. It is important that these children are protected too.

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pickpocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as 'organ donation or 'harvesting', all agencies should remain vigilant.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked.

The factors listed below are by no means a comprehensive list:

- Poverty
- Lack of education
- Discrimination

- Cultural attitudes
- Grooming
- Dysfunctional families
- Political conflict and economic transition and
- Inadequate local laws and regulations

Potential indicators that a child may have been trafficked

Once in the UK the child:

- Receives unexplained/unidentified phone calls whilst in placement/temporary accommodation
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Has gone missing from local authority care
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Performs excessive housework chores and rarely leaves the residence
- Is being cared for by adult/s who are not their parent / carers and the quality of the relationship between the child and their adult carers is not good; is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Has not been enrolled in academy
- Has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person
- Is excessively afraid of being deported

Further information: www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby, unknown adults engaging children in conversation, [rumours about undesirable residents or adults in vehicles approaching children](#). As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

At Longfield Academy we teach students how to keep safe within their community within our Personal Development/Life curriculum. We also deliver assemblies, workshops, activities, targeted intervention and have guest speakers throughout the academic year that also help deliver key messages around community safety.

Further information is available at:

www.actionagainstabduction.org

www.clevernevergoes.org

Appendix J: Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members or an institutional and community setting by those known to them or, more rarely, by others. (KCSIE)

The cross-government definition of domestic abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Domestic Abuse can impact on children through seeing, hearing or experiencing. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Children can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures will be followed and both young victims and young perpetrators will be offered support.

Signs, indicators and effects:

It is often difficult to tell if domestic abuse is happening because it takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may show signs of:

- Aggression and bullying
- Anti-social behaviour
- Depression, anxiety or have suicidal thoughts
- Attention seeking
- Bed wetting, nightmares or insomnia
- Drug and alcohol misuse
- Constant or regular sickness, such as colds and headaches

- Eating disorders
- Not doing as well in academy – due to difficulties at home or disruption of moving to, as well as from, refuges
- Withdrawal

Other signs and symptoms may include:

- Sudden change of behaviour
- Clingy
- Soiling clothes
- Risk taking behaviours
- Missing education
- Changes in eating habits
- Obsessive behaviour
- Self-harm

Source: www.nspcc.org.uk

Some children may not display any symptoms / behaviours that may be a cause for concern. ‘What is life like at home?’ – is a good question to use regularly with all children.

Longfield Academy is an ‘Operation Encompass’ Academy

Operation Encompass operates in all police forces across England. It helps police and Schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police should inform the key adult (usually the designated safeguarding lead) in academy before the child or children arrive at academy the following day. This ensures that the academy has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs.

Appendix K: Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. (KCSIE)

Types of homelessness could include:

- Living in temporary or emergency accommodation (such as B & Bs and hostels)
- Hidden homelessness (staying with friends or family on a temporary basis or living in overcrowded conditions)
- Couch / sofa surfing, moving from one place to another

Impact of homelessness:

- Practical issues include loss of possessions required for academy e.g. books, uniform etc.
- May be unkempt due to lack of laundry services
- Physically exhausted due to sleeping arrangements
- Emotionally exhausted due to increased stress
- Signs of severe emotional trauma leading to emotional stress, anxiety
- Changes in behaviour and/or problematic behaviour
- Child may become withdrawn or aggressive
- If placed out of area, they may arrive late or miss education due to transport / financial difficulties
- The child's ability to maintain relationships may be affected
- May 'stand out' more to peers, leading to feelings of alienation and selfconsciousness
- Impact on attainment levels and ability to learn (Shelter 2017)

In most cases academy staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents / carers, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. (KCSIE)

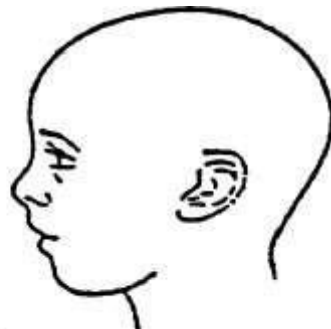
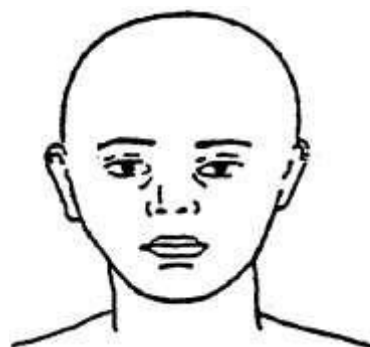
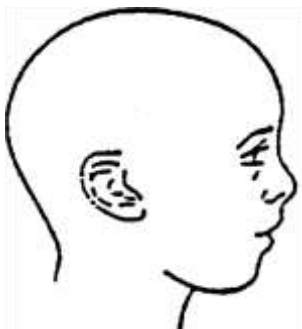
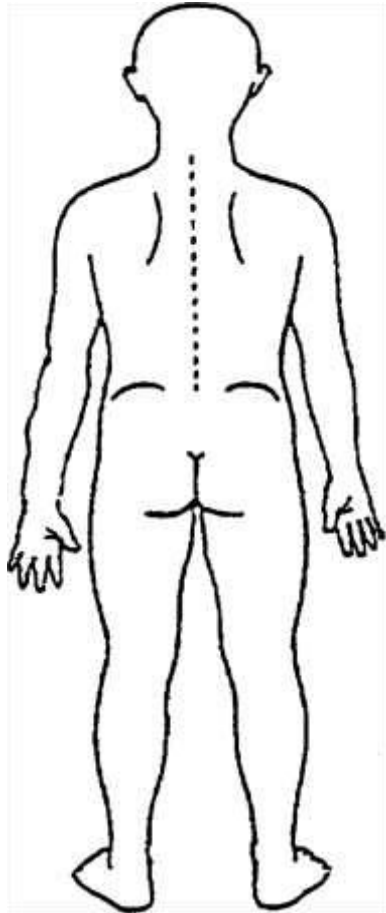
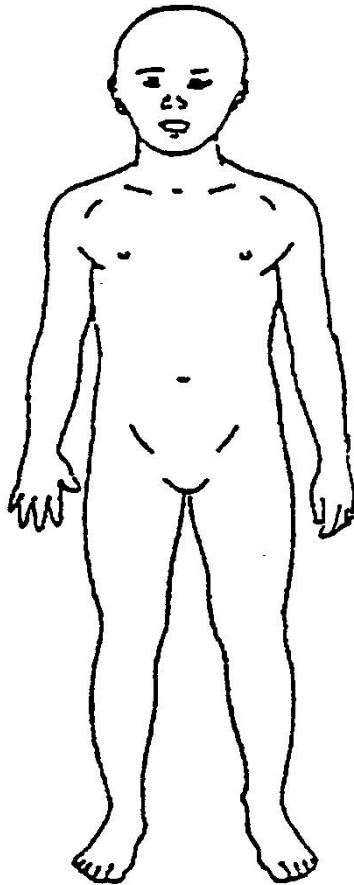
Annex L (1): Safeguarding Cause for Concern form

Full Name of Child:		DOB:
Time of concern:	Date of concern:	Place of concern:
Concern:		
<p>Detailed Account:</p> <p>(Please bullet point. Do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the designated safeguarding lead / deputy)</p>		
Member of Staff completing form		Role / Title

Please provide a copy to the designated safeguarding lead

Annex L (2): Body Map

Child's Full Name	DOB	Date



Description of injury / additional notes:		
Professional's Name	Professional's Designation	Contact Number

Annex L (3): Designated Safeguarding Lead Check List

Possible Action	By Whom	Outcome
Discuss with child		
Contact parents / carers		
Check records in academy		
Discuss with relevant professionals		
Check with Schools who have siblings		
Seek advice from LA		
Monitor and review		
Consider an early help assessment		
Consult with Social Care		
Contact police 101: non-emergency 999: Immediate Danger		
Other (please specify)		
Assessment of Risk		
Safeguarding	Risk of Harm	Immediate Danger

Annex M: Allegation against a member of staff/Low Level Concern Designated

Please ensure all sections in part 1 are completed in full and this form is handed to R Wheatley, S Rawle or A Sweeten **immediately**.

Part 1

Date & time allegation made:	
Allegation made by: (staff or student name)	
Year group:	
Allegation made against: (staff name & role in the Academy)	
Detail of allegation/incident:	
Initial actions taken	

Part 2 (to be completed by RWH/SRA/ASW)

Referred to: RWH/SRA/ASW	
Date & time referral made:	
Allocated case manager:	
Actions taken:	

Part 3

LADO contacted: (Include date & time) Y/N	
LADO Advice:	
Outcome/Actions:	
Logged as Low-Level Concern: Y/N	
Actions/Outcome:	

Any other actions taken:	
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Part 4

Tracker updated: Y/N	
Statements filed: Y/N	
A Sweeten updated: Y/N	
A Sweeten signed:	
R Wheatley/S Rawle signed:	

Appendix N: Online safety – Including filtering and monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Longfield Academy adopt a whole academy approach to online safety to empower, protect, and educate our pupils and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

We will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

Longfield Academy identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact:** being subjected to harmful online interaction with other users. For example, child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit children for sexual, criminal, financial or other purposes
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We recognise that technology, and the risks and harms related to it, evolve and change rapidly. The academy will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.

The headteacher will be informed of online safety concerns by the DSL, as appropriate. The DSL will produce a report half termly for the headteacher, who will then share the report with the Governors. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing board.

Policies and Procedures

- The DSL has overall responsibility for online safety within the academy but will liaise with other members of staff, for example ICT manager and technicians, curriculum leads and the senior leadership team.

- The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, online safety and behaviour policies.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
 - All concerns will be communicated with parent / carers.
- At Longfield Academy we use a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
- All academy owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- We recognise the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2023
- Longfield Academy has appropriate mobile and smart technology, image use, online and acceptable use policies in place, which are shared and understood by all members of the community.

Appropriate Filtering and Monitoring

We will do all we reasonably can at Longfield Academy to limit students exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems (Net Support DNA) are in place.

Sophos XG firewall antivirus and filtering system, and Impero classroom management are utilised in school to filter and monitor what students are accessing on the school premises. If any inappropriate site is attempted to be accessed, then this website is blocked, and a message sent to the IT and Safeguarding team. We periodically review the firewall, filtering, and classroom monitoring systems to ensure we are fully compliant with the DFE Guidelines. [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)

The leadership team and relevant staff are:

- Aware of all internet monitoring and filtering systems
- Manage them effectively
- Know how to escalate concerns when they are identified

Once the safeguarding team are alerted to any attempts to access inappropriate contents or material, they will action accordingly ensuring the student is spoken to and parent/carer informed. Any trends or patterns will be identified through CPOMS quality assurance checks and the appropriate intervention put in place

To support schools and colleges to meet this duty, the Department for Education has published [filtering and monitoring](#) standards. If children or staff discover unsuitable sites or material, they are required to:

- Turn off monitor/screen
- filtering system will block any content from being visual
- report any concerns via CPOMS system.

If the website was accessible and not blocked by the filtering system staff should report the URL of the site to the IT staff immediately via IT concerns email.

The [UK Safer Internet Centre](#) has published guidance as to what “appropriate” filtering and monitoring might look like.

- If children or staff discover unsuitable sites or material, they are required to: turn off the monitor/screen, report the concern immediately to a member of staff, the member of staff will report the URL of the site to the ICT manager and the DSL.
 - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation
 - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate
 - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police. When implementing appropriate filtering and monitoring, we will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- We acknowledge that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.
 - Children will use appropriate search tools, apps and online resources as identified following an informed risk assessment
 - Children’s internet use will be supervised by staff according to their age and ability
 - Children will be directed to use age appropriate online resources and tools by staff.

Information Security and Access Management

- Longfield Academy is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in:
 - IT Acceptable user policy
 - Online Safety
 - Staff Code of Conduct
 - Cyber Security
 - GDPR/ Data protection and Remote education

- We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Staff Training

- At Longfield Academy we ensure that all staff receive appropriate online safety training as part of their induction and that ongoing training and updates are available through teacher training days and CPD. This will be integrated, aligned and considered as part of our overarching safeguarding approach.
- Amongst other things, this includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Educating Children

- We will ensure a comprehensive whole academy curriculum response is in place to enable all children to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

Working with Parents / Carers

- At Longfield Academy we will build a partnership approach to online safety and will support parents / carers to become aware of and alert to the potential online benefits and risks for children by:
 - We will provide information on our school website and through existing communication channels (such as official social media, newsletters, parent mails and emails). We highlight online safety advice and support during our existing events and extra support sessions can be provided if/when required.
 - Sophos XG Firewall Antivirus and filtering system, and Impero classroom management are utilised in school to filter and monitor what students are accessing on the school premises. If any inappropriate site is attempted to be accessed, then this website is blocked, and a message sent to the IT and Safeguarding team. Parents/carers are notified if their child attempts to access an inappropriate site.
 - Our teaching and non-teaching staff will all interact with children online through our various modes of communication, for example school email/ classcharts and Microsoft Teams. Your child should never be contacted by a member of staff via a personal account, it will always be through the school system.
 - Students will access online content in many of their lessons for many different purposes. Some of the sites accessed can be found on our school website under the individual subject's core content but this will not be an exhausted list. Students may also be asked or choose to access online content for their homework tasks.

Remote Learning

- We will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with children and parents / carers will take place using academy provided or approved communication channels; for example, academy provided email accounts and phone numbers and agreed systems e.g. Microsoft 365 or equivalent.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and children will engage with remote teaching and learning in line with existing behaviour principles as set out in our remote education policy.
- Staff and children will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our remote education policy.
- Parents / carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. We will continue to be clear who from the academy their child is going to be interacting with online.
- Parents / carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

[Online Safety Policy](#)

[Remote Education Policy](#)

[IT Acceptable User Policy](#)